

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

05M369

School Name:

URBAN ASSEMBLY SCHOOL FOR THE PERFORMING ARTS

Principal:

MEGHAN MCMAHON

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals, and Action Plans

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: Urban Assembly School for the Performing Arts School Number (DBN): 05M369
Grades Served: 9 – 12
School Address: 509 West 129th Street
Phone Number: 212-543-4460 Fax: 212-234- 4975
School Contact Person: Meghan McMahan Email Address: Mmcmahan3@schools.nyc.gov
Principal: Meghan McMahan
UFT Chapter Leader: Nakia Smith
Parents’ Association President: Daisy Goins
SLT Chairperson: Diane Johnson
Title I Parent Representative (or Parent Advisory Council Chairperson): Natalie Downing
Student Representative(s): Jeremy Rosario
Elena Reyes

District Information

District: 05 Superintendent: Fred Walsh
Superintendent’s Office Address: 333 7th Ave NY, NY
Superintendent’s Email Address: fwalsh@schools.nyc.gov
Phone Number: 917-903-8544 Fax: 212-356-7514

Borough Field Support Center (BFSC)

BFSC: Affinity Director: Alexandra Anormaliza
Director’s Office Address: 131 Livingston Street, Room 606

Director's Email Address: aanorma@schools.nyc.gov

Phone Number: (718)935-5618 Fax: (718)935-5941

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Meghan McMahon	*Principal or Designee	
Nakia Smith	*UFT Chapter Leader or Designee	
Daisy Goins	*PA/PTA President or Designated Co-President	
Mildred Diaz	DC 37 Representative (staff), if applicable	
Natalie Downing	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Jeremy Rosario	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Elena Reyes	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable/	
Makisa Hutchinson	Parent	
Thomasina Moore	Parent	
Julissa Rodriguez	Parent	
Diane Johnson	Teacher	
Danielle Cooley	Teacher	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

The Urban Assembly School for the Performing Arts (UASPA) engages students in college-preparatory curricula that infuses the performing arts into all aspects of the academic experience. By using the arts as a teaching tool and providing students with means to express themselves, UASPA breathes life and creativity into all subjects and builds confidence in all members of our school community. At UASPA, we believe that all students deserve access to a rigorous academic and artistic high school experience; therefore, we do not screen or audition our students and we attract students from all five boroughs of New York City, who may not have had previous access to artistic study. We have partnerships with key organizations, such as Tony Bennett Foundation/Exploring the Arts, Martha Graham Dance Company, EPIC Theatre Ensemble, and The Collegiate Chorale that support our teachers with improving instruction by infusing the arts into their classrooms and providing students with exceptional art and career based learning experiences. At UASPA, we believe that "education equals options," meaning that students' education and knowledge will provide them with the skills necessary to pursue the post-secondary path of their choice, whether that be in the arts or in another field. Our staff reflects these principles; for example, the principal is a dancer who pursued a career in education, the guidance counselor is a vocalist who pursued a career in counseling and teachers who have backgrounds in all areas of the arts who pursued a career in teaching.

UASPA ensures that students receive a rigorous education, are successful in earning a college degree and have a vision for what their future holds. The anticipated graduation rate within 4 years for the 2014 – 2015 school year is to 75%. UASPA is partnered with College Bound Initiative and has a full time college counselor. 100% of UASPA graduating seniors since the development of this partnership in the 2007 – 2008 school year have been accepted to college and have earned an average of \$700,000 in scholarships as a class each year.

In the 2014 – 2015 school year, UASPA moved from earning 4 Developing and 1 Proficient Rating to 4 Proficient and 1 Development Rating. While UASPA has many instructional highlights, we continue to work to create more consistency across classrooms so that students are constantly engaged in challenging tasks and discussions that promote high levels of thinking and learning. Another goal for the 2014 – 2015 school year is to solidify school-wide systems (ex: observation tracking, attendance, social/emotional support, attendance) that speak to one another so all stake-holders can more effectively collaborate to improve student achievement.

05M369 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	09,10,11,12	Total Enrollment	360	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				17
Types and Number of Special Classes (2014-15)				
# Visual Arts	4	# Music	5	# Drama
# Foreign Language	4	# Dance	5	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	79.5%	% Attendance Rate		79.5%
% Free Lunch	79.9%	% Reduced Lunch		7.6%
% Limited English Proficient	6.8%	% Students with Disabilities		18.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American		54.8%
% Hispanic or Latino	42.1%	% Asian or Native Hawaiian/Pacific Islander		1.1%
% White	0.8%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	7.34	# of Assistant Principals (2014-15)		N/A
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		22.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.7%	Average Teacher Absences (2013-14)		7.05
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	73.7%	Mathematics Performance at levels 3 & 4		49.0%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	79.0%	% of 2nd year students who earned 10+ credits		80.8%
% of 3rd year students who earned 10+ credits	75.0%	4 Year Graduation Rate		77.1%
6 Year Graduation Rate	82.7%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Strengths :

Feedback from Quality Review, What UASPA does well:

1. Teacher teams consistently analyze assessment data for students they share. Distributed leadership structures allow teachers to have a voice in key decisions across the school. The work of teacher teams has strengthened teacher collaboration resulting in improvements to pedagogical practices and a stronger voice in key decisions affecting supports for student achievement. (4.2- Proficient)

2. Curricula are aligned to Common Core Learning Standards and/or content standards and academic tasks are refined using student work to provide access to curricula for all students. The school’s purposeful curriculum decisions build coherence , and data-driven task refinements promote cognitive engagement and college and career readiness for all learners. (1.1- Proficient)

3. Teachers create assessments and use rubrics aligned to the school curricula providing students with actionable feedback. Data from common assessments is used to adjust curricula and instruction. The school’s use of common assessments, data analysis, and feedback allows teachers to determine student progress toward goals and adjust curricula and instruction accordingly to meet the needs of all students. (2.2- Proficient)

4. During professional development high expectations are consistently communicated to the staff relative to the use of the Danielson Framework for Teaching. Leadership and staff successfully communicate expectations connected to college and career readiness with families to help them support their children’s progress. Collaboration between all community stakeholders fosters ongoing communication of high expectations and accountability linked to supporting student achievement and in understanding and meeting expectations. (3.4- Proficient)

School Quality Guide (2013 – 2014 school year):

Urban Assembly School for the Performing Arts is meeting target in both Student Progress (measures the ability of a school to help students progress toward the eventual goal of earning a Regents Diploma) and Student Achievement (measures the school's graduation rates and the types of diplomas received by the school's students).

School Survey Highlights (2014 – 2015 school year):

- 90% of survey responses were positive in regards to Common Core shifts in literacy.
- 89% of survey responses were positive in regards to Course Clarity.

Needs Assessment :

MOSL ELA Performance Based Assessment (2013 – 2014 data):

Trait 3 Textual Analysis: Analyzes both explicit and inferred ideas/information from texts through interpretation of the author's meaning and purpose; Consistently refers to sources when appropriate (Level 4)

Average By Grade

9th Grade 2.48

10th Grade 2.55

11th Grade 2.40

12th Grade 2.39

Trait 5 Reading: Represents content from reading materials accurately; When appropriate, makes note of gaps in information or areas where the texts leave matters uncertain (Level 4)

Average By Grade

9th Grade 2.48

10th Grade 2.38

11th Grade 2.36

12th Grade 2.28

Degrees of Reading Power (DRP) Assessment

9th grade average (Spring '15): 54.3 (grade 4)

10th grade average (Spring '15): 57.6 (grade 5)

11th grade average (Spring '15): 59.2 (grade 6)

Danielson 3B, Using Questioning & Discussion Techniques:

June 2015 Average: 2

Danielson 3C, Engaging Students in Learning:

June 2015 Average: 2.15

Danielson 3D, Using Assessment in Instruction:

June 2015 Average: 2

REGENTS DATA

ELA	ELA CC	Global	U.S.	Integrated Algebra	Algebra CC	Geometry	Living Environment
80%	91%	35%	80%	44%	26%	43%	56%

Feedback from Quality Review, What UASPA needs to improve:

Across classrooms, teaching strategies inconsistently provide entry points into the lesson and student discussions reflect uneven levels of student understanding. School wide there are missed opportunities to engage all learners in consistent challenging tasks and higher order thinking, thus hindering students from exhibiting their work at high levels and being integral to their learning. (1.2 – Developing)

Based on the data gathered from the Quality Review, the DRP assessment the MOSL assessment and teacher ratings in Domain 3, the entire staff, led by the Instructional Leaders (comprised of the Principal, Instructional Coach and team leaders), created an instructional focus for the 2015 – 2016 school year that provides consistent opportunities across all classrooms for students to engage in challenging tasks and discussions to promote high levels of thinking and learning. The instructional focus is based on UASPA’s shared belief that all students learn best through reading, discussion and writing.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

In the 2015-16 school year, there will be a 5% increase in Regents pass rates across all content areas compared to the 2014-15 school year.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Content team leaders will meet weekly as part of the instructional leadership team to develop as leaders and plan for their respective content team meetings and to provide each other with feedback on curricula and instruction.</p>	<p>Content Team Leaders</p>	<p>Summer 2015 – June 2016</p>	<p>Principal, A.P., Instructional Coach</p>
<p>Content teams meet weekly to analyze curricula and accompanying student work in order to improve summative assessments, backwards planning and daily common core alignment. Content team leaders will receive feedback on their facilitation and development as team leaders.</p>	<p>Principal, A.P., Instructional Coach, All teachers</p>	<p>Summer 2015 – June 2016</p>	<p>Principal, A.P., Instructional Coach, Content Team Leaders</p>
<p>Regents aligned interim assessments are administered three times per year. Students reflect on their results and set targeted goals for improvement. Teachers analyze the data from the IAs in order to adjust curricula and instruction.</p>	<p>All students and teachers</p>	<p>December, April</p>	<p>Principal, A.P., Instructional Coach, Content Team Leaders</p>
<p>ELA performance based aligned summative assessments are administered once/marking period. Students reflect on their results and set targeted goals for improvement on selected MOSL traits. Teachers analyze the data from the summative assessments in order to adjust curricula and instruction</p>	<p>All students and teachers</p>	<p>October, November, January, March, April, June</p>	<p>Principal, A.P., Instructional Coach, PD Leaders</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Summer professional development with content team leaders (training rate)
- Weekly instructional leadership team meetings inclusive of all content team leaders (per session)
- Weekly content team meeting
- Professional development for team leaders outside of the school (ex: Urban Assembly PD, Danielson Group, CUNY at Home, Exploring the Arts)
- Instructional Coach (partial schedule to allow time for observation and professional development planning)
- Data such as DRP, MOSL, Regents, IAs and additional common assessments
- Assistant Principal, Instructional Coach and Teacher Leader

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February, data from Interim Assessments and January Regents assessments will indicate an increase of 2.5% in pass rates from 2014 – 2015 Regents results.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Feedback from Quality Review, What UASPA does well:

Collaboration between all community stakeholders fosters ongoing communication of high expectations and accountability linked to supporting student achievement and in understanding and meeting expectations. (3.4- Proficient)

· Parents shared how the school does an excellent job of informing them of all upcoming events and provides regular updates about their children’s academic progress. Parents mentioned how teachers contact them to inform them of how their children are doing in class, remind them of upcoming exams dates, alert them of missing assignments, and inform them of when their child has outperformed expectations. Parents spoke to how teachers provide parents with on-line resources, provide model work samples for difficult problems, and regularly answer emails and phone calls when students or parents have questions regarding work at home.

· Parents commented that they believe the school does an excellent job of helping them navigate the college application process and that it works closely with students from ninth grade until they graduate to ensure all are college and career ready.

Improved Attendance:

2013 – 2014 Attendance: 79.5%

2014 – 2015 Attendance: 84%

School Survey Highlights (2014 – 2015 school year):

· 80% of survey responses were positive in regards to Safety and 86% of survey results were positive in regards to Classroom behavior.

- 98% of survey responses were positive in regards to social emotional measures at the school.

Needs Assessment:

2013 – 2014 Attendance: 79.5%

2014 – 2015 Attendance: 84%

Students with chronic absences (2013 – 2014): 92

Students with chronic absences (2014 – 2015): 77

Updated Attendance procedures:

In the 2015 – 2016 school year UASPA will cultivate shared understanding to the importance of daily attendance by defining attendance as a key instructional component to all stakeholders. Building upon prior years' aims to increase home-school connections through personalized outreach phone calls; this year's attendance procedures will expand to include systems for monitoring and tracking data collecting and reporting procedures. Using evidenced based models of prevention, intervention and data collecting systems UASPA will increase individual student attendance rates by 5-10%. Prevention will begin with developing school wide culture toward understanding through learning in advisory, special sessions and grade cohort presentations about the importance of attendance pre and post high school graduation. Intervention occurs on both individual and targeted group levels when absence trends are identified as: the student willfully is not attending or cannot due to barriers in need of referral-based interventions. Individualized outreach practices will serve to investigate and identify causes of absences with the goal of collaboratively working with the student/ family/and school community to understand and mitigate specified causes of absences through brief therapeutic counselling and grade team level intervention plans. Accurate data is the back bone of our attendance improvement plan. This year we have increased oversight of all attendance data collecting policies and procedures to include, in addition to school counselors, members of the deaning team, parent coordinator and school wide community. Using various ATS reports to identify lates and absences each member is responsible for tracking scanning of SPAT sheets (period and daily), reviewing responses to phone calls home which are entered into a shared google doc. This shared google doc allows multiple members of the team to be made aware of the outreach and organized delegation of necessary follow through.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

In the 2015 – 2016 school year, UASPA will revise and improve its response to intervention attendance system to include timed measurable benchmarks and regular monitoring and assessment for progress, and as a result the number of chronically absent students will reduce by 10%.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>All incoming 9th and 10th graders will receive a home visit. At UASPA, we believe that the school – family partnership is vital to the success of our students. As a result, we have an obligation to engage our parents. By going to homes, we initiate a relationship through dialogue. We get to hear families’ hopes and dreams, give the child his/her first uniform, and let our families know that they are important to us and this partnership is valued.</p> <p>All incoming 9th grade students will engage in a Summer Bridge program.</p>	<p>All incoming 9th and 10th grade students.</p>	<p>Summer 2015</p>	<p>Home Visit Team (13 teachers/staff)</p>
<p>Weekly attendance team meetings to analyze attendance data and develop strategies for improving attendance using an RTI approach to attendance.</p>	<p>Students with severe (38 days or more), chronic (20 days or more) as well as students at risk for either category.</p>	<p>September 2015 – June 2016. Weekly meetings.</p>	<p>Principal, Social Worker, Guidance counselor, Parent Coordinator, Attendance Teacher, Deans.</p>
<p>Daily outreach to parents regarding attendance by our attendance team.</p>	<p>All students</p>	<p>September 2015 – June 2016</p>	<p>Social worker, guidance counselor, parent coordinator, deans.</p>
<p>Staff “adopt” 2 attendance buddies with whom they will nurture a trusting relationship and help the students improve his/her attendance.</p>	<p>Targeted chronic absent students.</p>	<p>September 2015 – June 2016</p>	<p>All staff</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Social worker (new hire for 2015 – 2016)
- Adjustment of deaning schedule and parent coordinator schedule to provide time to communicate daily with parents regarding attendance.
- Home visits and 9th grade summer bridge- participating teachers and staff compensated with per session.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Reduce the number of chronically absent students YTD compared to 2014 – 2015 chronically absent students.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Strengths:

Feedback from Quality Review, What UASPA does well:

1. Teacher teams consistently analyze assessment data for students they share. Distributed leadership structures allow teachers to have a voice in key decisions across the school. The work of teacher teams has strengthened teacher collaboration resulting in improvements to pedagogical practices and a stronger voice in key decisions affecting supports for student achievement. (4.2- Proficient)
2. Curricula are aligned to Common Core Learning Standards and/or content standards and academic tasks are refined using student work to provide access to curricula for all students. The school’s purposeful curriculum decisions build coherence , and data-driven task refinements promote cognitive engagement and college and career readiness for all learners. (1.1- Proficient)
3. Teachers create assessments and use rubrics aligned to the school curricula providing students with actionable feedback. Data from common assessments is used to adjust curricula and instruction. The school’s use of common assessments, data analysis, and feedback allows teachers to determine student progress toward goals and adjust curricula and instruction accordingly to meet the needs of all students. (2.2- Proficient)
4. During professional development high expectations are consistently communicated to the staff relative to the use of the Danielson Framework for Teaching. Leadership and staff successfully communicate expectations connected to college and career readiness with families to help them support their children’s progress. Collaboration between all community stakeholders fosters ongoing communication of high expectations and accountability linked to supporting student achievement and in understanding and meeting expectations. (3.4- Proficient)

School Survey Highlights (2014 – 2015 school year):

- 94% of survey responses were positive in regards to peer collaboration

· 95% of survey results were positive in regards to focus on student learning

Needs Assessment:

Feedback from Quality Review, What UASPA needs to improve:

Across classrooms, teaching strategies inconsistently provide entry points into the lesson and student discussions reflect uneven levels of student understanding. School wide there are missed opportunities to engage all learners in consistent challenging tasks and higher order thinking, thus hindering students from exhibiting their work at high levels and being integral to their learning. (1.2 – Developing)

Danielson 3B, Using Questioning & Discussion Techniques:

June 2015 Average: 2

Danielson 3C, Engaging Students in Learning:

June 2015 Average: 2.15

Danielson 3D, Using Assessment in Instruction:

June 2015 Average: 2

In order to leverage our team’s best instructional practices (as highlighted in the Quality Review) and leverage the support and trust teacher have for one another at the school, we have decided to focus on building teacher leadership capacity in three key areas: Professional Development, Content Teams, and Grade Level Teams. Areas of development for teacher leaders of these teams will include using data to drive planning, designing and facilitating differentiated professional development, and providing each other with specific feedback to help increase our teachers’ capacity to raise student achievement.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By August 2016, there will be an increase of 5% in credit accumulation for each cohort, which will be attained through the development of clear roles and responsibilities for all grade teams inclusive of timed measurable benchmarks tied to instructional outcomes and will be regularly monitored and assessed for progress.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Grade team leaders will meet weekly as part of the instructional leadership team to develop as leaders and plan for their respective grade team meetings, analyze data and provide each other with feedback on the team’s data analysis and suggested response to intervention plan.</p>	<p>Grade Team Leaders, All UASPA Students</p>	<p>September 2015 – June 2016: Weekly meetings</p>	<p>Principal, Assistant Principal, Instructional Coach, PD Leader, PD Team</p>
<p>Grade Teams meet weekly. The Team will review data from observations, scholarship reports, and assessment data to identify instructional trends that need to be addressed. The Grade Team will then look at student work, use the RTI model to implement strategies for tiered groups of students based on academics.</p> <p>Grade team leaders will receive feedback on their facilitation and development as team leaders.</p>	<p>All teachers, All UASPA students</p>	<p>September 2015 – June 2016: Weekly Meetings</p>	<p>Principal, Assistant Principal, Instructional Coach, PD Leader, PD Team</p>
<p>Students will engage in progress report and report card reflection and goal setting in Advisory.</p>	<p>All UASPA students</p>	<p>September 2015 – June 2016: 2 times/marking period</p>	<p>Principal, Assistant Principal, Advisors</p>
<p>Teachers will engage in inter-visitation in order to provide each other with instructional feedback based on the teams’ data analysis and looking at student work protocol.</p>	<p>All teachers</p>	<p>Three times / year.</p>	<p>Principal, Assistant Principal, Instructional Coach, Grade Team Leaders</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> · Summer professional development · Weekly Professional Development Team meeting for Principal, Assistant Principal, Instructional Coach, PD Leader, and PD Team

- Weekly Grade Team Meeting
- Professional Development for team leaders outside of school (ex. Urban Assembly PD, Danielson Group, CUNY at Home, Exploring the Arts)
- Instructional Coach (partial schedule to allow time for observations and PD planning)
- Data such as Scholarship Reports, DRP, MOSL, Regents, Interim Assessments, and other assessments
- Attendance data and social/emotional data (suspension reports)
- Instructional Coaches from Urban Assembly and New York City Teaching Fellows
- Coverages for inter-visitation
- Interim Assessments, DRP, MOSL
- Mock School Environment Surveys

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, mid-year credit accumulation will reflect a 5% increase.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Strengths :

Feedback from Quality Review, What UASPA does well:

1. Teacher teams consistently analyze assessment data for students they share. Distributed leadership structures allow teachers to have a voice in key decisions across the school. The work of teacher teams has strengthened teacher collaboration resulting in improvements to pedagogical practices and a stronger voice in key decisions affecting supports for student achievement. (4.2- Proficient)

2. Curricula are aligned to Common Core Learning Standards and/or content standards and academic tasks are refined using student work to provide access to curricula for all students. The school’s purposeful curriculum decisions build coherence , and data-driven task refinements promote cognitive engagement and college and career readiness for all learners. (1.1- Proficient)

3. Teachers create assessments and use rubrics aligned to the school curricula providing students with actionable feedback. Data from common assessments is used to adjust curricula and instruction. The school’s use of common assessments, data analysis, and feedback allows teachers to determine student progress toward goals and adjust curricula and instruction accordingly to meet the needs of all students. (2.2- Proficient)

4. During professional development high expectations are consistently communicated to the staff relative to the use of the Danielson Framework for Teaching. Leadership and staff successfully communicate expectations connected to college and career readiness with families to help them support their children’s progress. Collaboration between all community stakeholders fosters ongoing communication of high expectations and accountability linked to supporting student achievement and in understanding and meeting expectations. (3.4- Proficient)

School Quality Guide:

Urban Assembly School for the Performing Arts is meeting target in both Student Progress (measures the ability of a school to help students progress toward the eventual goal of earning a Regents Diploma) and Student Achievement (measures the school's graduation rates and the types of diplomas received by the school's students).

School Survey Highlights (2014 – 2015 school year):

· 99% of survey responses were positive in regards to principal instructional leadership

Needs Assessment :

MOSL ELA Performance Based Assessment (2013 – 2014 school year):

Trait 3 Textual Analysis: Analyzes both explicit and inferred ideas/information from texts through interpretation of the author's meaning and purpose; Consistently refers to sources when appropriate (Level 4)

Average By Grade

9th Grade 2.48

10th Grade 2.55

11th Grade 2.40

12th Grade 2.39

Trait 5 Reading: Represents content from reading materials accurately; When appropriate, makes note of gaps in information or areas where the texts leave matters uncertain (Level 4)

Average By Grade

9th Grade 2.48

10th Grade 2.38

11th Grade 2.36

12th Grade 2.28

Degrees of Reading Power (DRP) Assessment

9th grade average (Spring '15): 54.3 (grade 4)

10th grade average (Spring '15): 57.6 (grade 5)

11th grade average (Spring '15): 59.2 (grade 6)

Danielson 3B, Using Questioning & Discussion Techniques:

June 2015 Average: 2

Danielson 3C, Engaging Students in Learning:

June 2015 Average: 2.15

Danielson 3D, Using Assessment in Instruction:

June 2015 Average: 2

Feedback from Quality Review, What UASPA needs to improve:

Across classrooms, teaching strategies inconsistently provide entry points into the lesson and student discussions reflect uneven levels of student understanding. School wide there are missed opportunities to engage all learners in consistent challenging tasks and higher order thinking, thus hindering students from exhibiting their work at high levels and being integral to their learning. (1.2 – Developing)

As a result of being rated Developing in 1.2 Pedagogy on the 2014 – 2015 Quality Review rubric, the leadership team has worked collaboratively with teachers and staff to focus on our shared belief that Urban Assembly School for the Performing Arts students learn best in arts-infused, student-centered classrooms through reading, writing, and discussion. Professional Development (whole staff, grade team, content team, live coaching, and observation cycles with administration, coaches and peers) will have a clear focus of implementing shared learning routines and purposeful tasks that promote higher order thinking.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be an increase of 15% in the school's teachers' overall rating for Domain 3, which will be attained through a targeted and differentiated professional development plan designed by the principal and PD Team that is aligned to the school's instructional focus.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>The Professional Development Team – comprised of the Principal, Assistant Principal, Instructional Coach, Dean of Students, and grade and content team leaders – will meet weekly to create short term goals that will measure progress toward all teachers meeting the Instructional Focus. The Team will design and co-facilitate weekly Professional Development that focuses on helping all teachers meet the Instructional Focus. Professional Development will include: modeling, practice, video norming, inter-visitation feedback, next steps around school wide literacy, writing, and discussion routines to ensure that students receive rigorous, Common Core aligned instruction in all classrooms.</p>	<p>Principal, Assistant Principal, Instructional Coach, PD Leader, PD Team, all teachers, dean of students.</p> <p>All UASPA students</p>	<p>September 2015 – June 2016: PD Team meets twice a week</p>	<p>Principal, Assistant Principal, Instructional Coach, PD Leader, PD Team</p>
<p>Grade Team Collaboration:</p> <p>At weekly team meetings, grade teams will analyze student data (academic, attendance, social/emotional) and gaps in student learning to identify supports that can be put in place so that learning and the instructional focus is accessible for all students.</p> <p>Teachers on Grade Teams will develop and implement shared instructional strategies based on trends from LASW, reflect collectively using data to determine how they are doing as a team and develop plans for improvement, use asset based language and act upon the belief that the work of the team is to support and challenge each other by providing constructive feedback that will help improve instructional practice in service of increasing student achievement.</p>	<p>Each Grade Team selects an inquiry group of students from high-need student subgroups</p>	<p>September 2015 – June 2016: Grade Teams meet weekly</p>	<p>Principal, Assistant Principal, Instructional Coach, Grade Team Leaders</p>

<p>Content Team Collaboration:</p> <p>At weekly team meetings, content teams will analyze curricula and accompanying student work in order to improve summative assessments, backwards planning and daily common core alignment.</p> <p>Content teams develop and implement shared instructional strategies based on trends from LASW, reflect collectively using data to determine how they are doing as a team and develop plans for improvement, engage in critical feedback cycles on planning (units, summative assessments, lessons) and develop vertical alignment by creating shared expectations around what students should know and be able to do at different grade levels.</p>	<p>Principal, Assistant Principal, Instructional Coach, All teachers</p> <p>Each presenting educator bring in three pieces of student work at varying levels to help norm what exceeding, meeting, and approaching a common core learning standard</p>	<p>September 2015 – June 2016</p> <p>Content Teams meet weekly</p>	<p>Principal, Assistant Principal, Instructional Coach, Content Team Leaders</p>
<p>The Leadership Team will develop and implement an additional layer of support for teachers in their classrooms through live coaching focused on particular high leverage development areas for each individual teacher .</p>	<p>Principal, Assistant Principal, Instructional Coach, All teachers</p>	<p>September 2015 – June 2016</p>	<p>Principal, Assistant Principal, Instructional Coach</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> · Summer professional development with Professional Development Team · Weekly Professional Development Team meeting for Principal, Assistant Principal, Instructional Coach, PD Leader, and PD Team · Weekly Grade Team Meeting · Weekly Content Team Meeting · Weekly common planning time · Professional Development for team leaders outside of school (ex. Urban Assembly PD, Danielson Group, CUNY at Home, Exploring the Arts) · Instructional Coach (partial schedule to allow time for observations and PD planning) · Data such as Scholarship Reports, DRP, MOSL, Regents, Interim Assessments, and other assessments · Attendance data and social/emotional data (suspension reports) · Instructional Coaches from Urban Assembly and New York City Teaching Fellows

· Coverages for inter-visitation
 - Interim Assessments, DRP, MOSL

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, there will be an increase of 7.5% in the school's teachers' overall rating for Domain 3.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Strengths:

School Survey Highlights (2014 – 2015 school year):

- 84% of survey responses were positive in regards to teacher outreach to parents

Needs Assessment:

- Approximately 60 parents attended Parent Teacher Conferences in March.
- Parent Association meetings are predominantly attended by cabinet members only.

School Survey (2014 – 2015 school year):

- 60% of survey responses were positive in regards to parent involvement in the school (citywide average 61%)

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, at least 50% of our students’ parents or guardians will have in-person encounters with school community members.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Parent communication will include: attendance and grade reporting through Skedula, e-mail, school messenger, backpacked written correspondence, and monthly mailings.	Parents	July 2015 – June 2016	Parent Coordinator, Parent Association, Teachers, Principal, Assistant Principal
Academic & Social/Emotional Outreach Events: Parent Teacher Conferences, Individual Senior Meetings, Annual/Triennial Reviews, PPT Meetings, Counselor Meetings, Home Visits	Parents	July 2015 – June 2016	Parent Coordinator, Principal, Guidance Counselor, Social Worker
Artistic Events: Winter Showcase, Spring Showcases, Assemblies (ex: Hispanic Heritage Month, Black History Month, Jam Sessions)	Parents	September 2015 – June 2016	Parent Coordinator, Performing Arts teachers, Partnership Coordinator, Principal, Assistant Principal
Community Building Events: Monthly Parent Association Meetings, Community Spring BBQ, Senior Convocation, Half Cap Ceremony, Thanksgiving Celebration/Alumni Day	Parents	September 2015 – June 2016	Parent Coordinator, Grade Team Leaders, Principal, Assistant Principal, College Counselor

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> • Skedula • School messenger • School google account • Monthly mailing supplies • 3 Performing Arts Teachers • Business Manager/Partnership Coordinator • College Counselor • Home Visits (per session)
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By June 2016, 25% of our students' parents or guardians will have in-person encounters with school community members.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Bottom third report card percentages, Regents, DRP scores, Interim Assessments, Formative and Summative in-class assessments.	Literary circles within English classrooms, Wilson program within self contained English classrooms, Literacy strategies: # Read on Purpose, Gist and talk back protocols, CREED protocol, discussion protocols. Gap Analysis protocol for Common Core alignment in Lesson and Unit Plans, Lightsail iPad Program to promote reading stamina and reading comprehension for all students.	Small group instructions, Whole group, One to one	Afterschool homework club, Before the school day, During the school day, After the school day, Saturday academy
Mathematics	Bottom third report card percentages, Regents, DRP scores, Interim Assessments, Formative and Summative in-class assessments.	Application of common core learning standards: Gap Analysis protocol for Common Core alignment in Lesson and Unit Plans, CREED protocol, #Readonpurpose, gist and talkback protocols	Small group instructions, Whole group, One to one	Afterschool homework club, Before the school day, During the school day, After the school day Saturday academy
Science	Bottom third report card percentages, Regents, DRP scores, Interim Assessments, Formative and	Literacy strategies: # Read on Purpose, Gist and talk back protocols, CREED protocol, discussion protocols. Gap	Small group instructions, Whole group, One to one	Afterschool homework club, Before the school day, During the school day, After the

	Summative in-class assessments.	Analysis protocol for Common Core alignment in Lesson and Unit Plans, Lightsail iPad Program to promote reading stamina for all freshman and bottom third of all upperclassmen.		school day Saturday academy
Social Studies	Bottom third report card percentages, Regents, DRP scores, Interim Assessments, Formative and Summative in-class assessments.	Literacy strategies: # Read on Purpose, Gist and talk back protocols, CREED protocol, discussion protocols. Gap Analysis protocol for Common Core alignment in Lesson and Unit Plans, Lightsail iPad Program to promote reading stamina for all freshman and bottom third of all upperclassmen.	Small group instructions, Whole group, One to one	Afterschool homework club, Before the school day, During the school day, After the school day Saturday academy
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Dean Referrals, Teacher Reports, Suspensions, Teacher Observations	Mandated counseling, At risk counseling, Conflict resolution, Group counseling Family counseling, girls and boys mentoring group: Diamonds in the Rough and Urban Scholars program	Small group instructions, Whole group, One to one	Afterschool clubs, Before the school day, During the school day, After the school day Saturday academy

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • Create partnerships with nearby colleges with Teacher Education programs • Host student teachers in various subject areas • Create an Urban Assembly School for the Performing Arts website • Attend Teacher recruitment fairs • Create a hiring criteria that requires that all teachers are highly qualified in their content areas • Create a hiring committee that examines all resumes and portfolios of potential candidates • Provide a mentor or "buddy" for new teachers to the building and the education field • All staff and leadership retreat in the Spring to continue to build community and create school goals • Weekly support meetings for teachers • Practice collaborative leadership • Various professional development opportunities that are offered through the Urban Assembly network

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
The Instructional Leadership Team meets weekly to plan for weekly professional development that includes differentiated all-staff PD, grade team meetings, content team meetings and observations.

The PD leadership team is responsible for ensuring that all teachers have the support necessary to successfully implement UASPA's instructional focus and improve their instructional practice in order to increase student achievement.

Grade teams are responsible for ensuring that every student in the team's cohort reaches academic and personal excellence.

Content teams are responsible for ensuring that all students have access to common core aligned curricula that promote rigor and higher order thinking.

Part 3: TA Schools Only

3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Not applicable

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

The Instructional Leadership Team including the Principal, A.P., Instructional coach, grade team leaders and content team leaders met during Spring 2015 to craft an instructional focus for the 2015 – 2016 school year. They then presented the draft and received feedback on the draft from the entire staff. Together, the staff ensured that the assessment measures aligned to the instructional focus.

The team meets weekly to develop as leaders and plan for their respective work based on current data and feedback solicited from their respective teams.

The team designs and facilitated weekly professional development, inclusive of differentiated all-staff PD, grade team meetings and content team meetings.

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY ’16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	203,171.00		
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,215,237.00		

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.

- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) *(Required for All Title I Schools)*

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent

Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[School name]** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) Template

Urban Assembly School for the Performing Arts, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;

- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 05	Borough Manhattan	School Number 369
School Name UA School for the Performing Arts		

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Mrs. Meghan McMahon	Assistant Principal Mr. Joseph Shanahan
Coach Ms. Katherine Acevedo	Coach type here
ENL (English as a New Language)/Bilingual Teacher Mr. Marvin Duarte	School Counselor Ms. Gabrina Pearson
Teacher/Subject Area type here	Parent Daisy Goins
Teacher/Subject Area type here	Parent Coordinator Mrs. Elizabeth Whitaker
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent Mr. Fred Walsh	Other (Name and Title) type here

C. Teacher Qualifications

Provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area/common branch and TESOL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program		Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (excluding pre-K)	356	Total number of ELLs	24	ELLs as share of total student population (%)	0.00%
--	------------	----------------------	-----------	---	--------------

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education										0	0	0	0	0
Dual Language										0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	24	Newcomers (ELLs receiving service 0-3 years)	6	ELL Students with Disabilities	9
SIFE	2	Developing ELLs (ELLs receiving service 4-6 years)	8	Long-Term (ELLs receiving service 7 or more years)	10

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	6	1	0	8	1	2	10	0	7	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL		
	ELL	EP	ELL	EP																	
SELECT ONE _____																				0	0
SELECT ONE _____																				0	0
SELECT ONE _____																				0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____

Number of students who speak three or more languages: _____

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										14	4	3	1	0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian												1		0
French											1			0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										2				0
Emerging (Low Intermediate)										3		3		0
Transitioning (High Intermediate)										1	1		1	0
Expanding (Advanced)										7	2	1	1	0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total													1	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total										1	1		4	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	0		0	
Integrated Algebra/CC Algebra	7		2	
Geometry/CC Algebra	0		0	
Algebra 2/Trigonometry	0		0	
Math _____	0		0	
Chemistry				
Earth Science				
Living Environment	9		3	
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	4		0	
Geography				
US History and Government	1		0	
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 We use our in-house and external literacy assessments For all of our incoming students we review their middle school data, which includes 8th grade ELA scores. At the start of the year we administer a series of diagnostic tests: writing and reading comprehension. All students take the DRP (Degrees of Reading Power) test in September, December, and May of each school year to assess reading levels and growth. This data shows us where students are strong and where they need improvement.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The data indicates that our ELL population is greatest among the freshman class and it is there where the greatest range of abilities is found. The numbers of ELL students decreases as grade level rises although the performance levels still range from low intermediate to advanced.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Our school uses the AMAO tool as a method to help track ELL progress through high school. In particular, the tool allows our grade teams and ELL teacher to understand at a glance particular ELL student risk levels and developing strategies to better help that student achieve. The data also allows us to determine if instructional strategies are working as measured by student progress or whether our methods need to be reworked. The data reveals that instructional strategies need to continue to be refined and implemented across grade and content areas to better support ELL language and literacy development.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 The data above indicate that all of our ELLs are taking Regents Exams in English and not in the home language. School leadership and teachers use the results of periodic assessments (both internal and external) to target instruction for students and use the data to help inform student groupings during instruction. The school is learning that our ELLs typically have ability in conversational English, however

there are gaps in reading and writing skills. As such, in classes, students are permitted to utilize the home language to conceptualize and consolidate learning provided the output is provided in English.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]

Not applicable - we do not serve grades K-5.

6. How do you make sure that a student's new language development is considered in instructional decisions?
Teachers and instructional leaders meet weekly in grade and content teams to determine instructional shifts throughout the year. As part of this process, grade teams analyze student data and consider input from the guidance counselor and school social worker to help determine RtI strategies. As such, a student's new language development is considered when assessing student progress and how best to provide scaffolded support in English language development.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other assessments?

Not applicable - no dual language program.

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

Credit accumulation per academic year (10+ credits); Degrees of Reading Power scores; in-house Interim Assessment Data; NYSESLAT scores; Regents Exam scores

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.

There are four steps to this process: (1) administration of the Home Language Identification Survey by our guidance counselor with the assistance of either a staff member who speaks the native language or the translations service, (2) determination of whether student is required to take the NYSITELL - conducted by our ESL teacher, (3) administration of the NYSITELL, also done by our ESL teacher, and (4) administration of the Spanish LAB by our ESL teacher, if applicable.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

The NYSITELL, Spanish LAB, and student work are initially used to ascertain whether a student has interrupted or inconsistent formal education. If it appears that a student meets the criteria, the oral questionnaire is administered as well as the LENS for students whose home language allows.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide, ELL Identification* section).

In the event a student enters school with an IEP and a home language other than English, the LPT (comprised of principal/assistant principal, ESL teacher, and special education chair) meets to determine student's language development and whether NYSITELL testing is warranted in accordance with ELL Policy and Reference Guide. The student's parents are also included and translation services are coordinated depending on home language.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

After completion of the NYSITELL scanning and score determination, the parent coordinator ensures that notification letters are distributed to the address on record.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section).

Parents are sent letters in the home language detailing the reidentification and the right to appeal.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

- Upon enrollment, parents are provided the opportunity to watch the orientation video outlining the three program choices
- Parents are provided information on standards, curricula, assessments, and Common Core using existing resources or, if required, additional translated resources

3. Parents are provided Parent Survey and Selection Form and the five day threshold requirement is adhered to as per ELL Policy and Reference Guide

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Our parent coordinator is tasked with reaching out to parents to ensure timely return. Once the form is returned, the information is entered in ATS and the hard copy placed in the student's file. Our school does not offer bilingual, so if the form is not returned, students are placed in the ENL program.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
Our parent coordinator monitors forms by creating a list of surveys that have been sent out (with biographical information) and whether it has been returned or not.
9. Describe how your school ensures that placement parent notification letters are distributed.
Upon placement, the notification letters are sent out by our parent coordinator.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All documentation is placed in the student's cumulative file.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
1. Eligible students are identified by our ESL teacher, materials ordered, and testing schedule created within the administration window
 2. NYSESLAT is administered to eligible students by our ESL teacher
 3. Student completion is monitored by ESL teacher and make-up administrations coordinated
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
At the beginning of the school year a list of continuing ELLs is created, the parent notification letters generated, and mailed by our parent coordinator.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
The majority of our parents either do not return the surveys or choose ENL programming - which our school offers.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
- a. Freestanding ENL program.
We use a departmentalized, collaborative approach with some push in and some pull-out. Students at UASPA are in heterogeneous classrooms. The Integrated Collaborative Teaching (ICT) model enables us to have at least two teachers in these classrooms. The push-in model enables us to provide additional support to ELL students within the context of the classroom. Instructional materials are focused on providing explicit literacy support to appropriately differentiate for ELL level and IEP needs.
 - b. TBE program. *If applicable.*
Not applicable.
 - c. DL program. *If applicable.*
Not applicable.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Students are programmed individually according to their proficiency level in English. Students who are Entering receive 180 minutes of standalone ENL every week. Emerging students receive 90 minutes of standalone ESL per week. Our 9th and 10th grade ELLs receive ELA for ENL students 5 period a week. Eleventh grade ELLs receive ELA for ENL students 5 periods a week as well. Long term ELLs receive push-in ESL services two periods per week.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

UASPA offers ENL instruction in English only. Content area teachers are trained in teaching strategies that work for ELL students such as: scaffolding, pre-teaching vocabulary and visuals and gestures. Content area teachers are expected to differentiate their lessons with tiered activities that allow students of all ability levels to learn the same essential concepts in different ways; and use adaptive technologies that modify the format of curriculum and/or assessment.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

We ensure that ELLs are appropriately evaluated in their native language by first identifying their native language through the Home Language Survey which is administered during the initial interview process. We use translated assessment materials to evaluate our ELLs in their home language throughout the year.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

We ensure that all ELLs are appropriately evaluated in all four modalities of English acquisition by first using NYSESLAT previous year scores to identify individual student strength and weaknesses in each modality. Throughout the school year, the ESL teacher will use periodic assessments to monitor student progress in each modality comparing growth from the baseline score provided by the previous year's NYSESLAT.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

6 a & b. For newcomers, in addition to regular classroom instruction, we offer after school tutoring, Academic acceleration courses in Math and Saturday Academies at least once a month throughout the term. In addition, students are prepared for ELA testing during their ESL class. Professional development support is provided to content area teachers of ELLs.

6 c. For developing ELLs, our goal is for them to not only attain proficiency, but to be prepared for the rigors of college coursework. Afterschool homework help and tutoring is available to all ELL students, as well as Saturday Academy courses for test prep. Regents prep is also available for students.

6 d. For Long-Term ELLs, we offer tutoring and a Saturday Academy where we focus on intensive NYSESLAT preparation and ELA Regents preparation. Teachers and guidance counselors maintain communication with the parents to discuss the program and student progress.

6 e. Former ELLs in years 1 & 2 after testing proficient are extended the same tutoring offerings, as well as entrance into Saturday Academy, as current ELLs. Additionally, student performance on the NYC Performance Assessment, as well as the Regents and/or CCLS Math/ELA exam is monitored for all former ELLs in year 1 or 2 after testing proficient to ensure they are continuing to thrive in a mainstream environment. Parent communication and enrollment in after school tutoring, homework help or test prep is recommended at the conclusion of each marking period for those students not showing adequate progress on periodic assessments.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section.

Between 6 and 12 months after reidentification, the principal convenes a meeting with the ESL teacher, teachers of the student, the student, and the student's parents. The student's work, grades, anecdotes from teachers, interim assessment data, as well as any external assessments (DRP, Regents) are compared to previous data to determine if progress has been adversely affected.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

ELLs who are identified as having special needs are provided with any and all accommodations as per their Individualized Education Plan (paraprofessionals, testing accommodations etc.) Push-in ESL services are recommended, if possible, to reduce the

time out of the general education classroom dependent on the Related Services, Special Education classes indicated on the IEP.

9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Chart #8.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <u>per week</u> (540 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <u>or</u> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <u>or</u> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

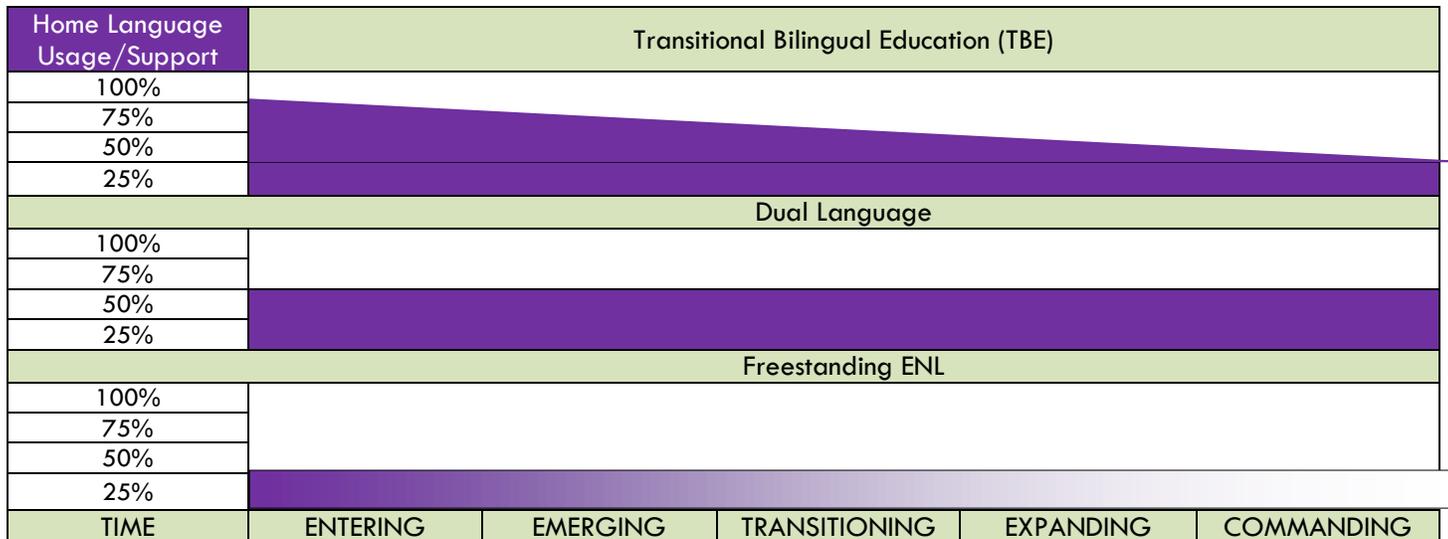


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Content area teachers provide meaningful lessons that strengthen background information and promote the literacy of students. As previously described above, we also offer a Saturday School Academy to students for the purposes of test preparation for NYSESLAT, ELA Regents and MS ELA Exams. Additionally, we have added a literacy period that is adaptive based on student responses to questions (Lightsail) and have programmed students for targeted math intervention via an additional algebra or geometry period.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
It is apparent across all grade levels that our ELLs have a specific need for reading and writing enrichment to support them in moving toward proficiency. As a result, a schoolwide focus has been placed on incorporating literacy throughout all content areas and teacher have begun to develop scaffolded and differentiated reading-and-writing-intensive curricula for all classes. The writing assignments and texts are selected to promote and encourage skills needed for students to reach proficiency on the NYSESLAT and the English Regents Examination.
12. What new programs or improvements will be considered for the upcoming school year?
We will review the data from our accelerated courses, literacy classes, as well as Regents data and scores on the NYSESLAT to determine where refinements and improvements need to be made in instruction.
13. What programs/services for ELLs will be discontinued and why?
None.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are afforded equal access to all school programs both academic and extracurricular. In addition, they participate in afterschool clubs and artistic showcases.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
The instructional materials used in the ESL program support the development of language acquisition across the content areas. Teachers incorporate a variety of source material from NYS approved resources. Supplementary textbooks and the use of dictionaries, glossaries and content area books are also provided as well as the opportunity to utilize technology via laptop or iPad carts.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Native language support is provided in the ESL classroom. This is done by clarifying directions in students' L1 when possible.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
The ESL curriculum is differentiated to support students' needs by age and grade level. The textbooks utilized are age appropriate and reflect lexile level.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
All newly enrolled students are afforded the opportunity to attend a Summer Bridge program where, over the course of three days, they are introduced to teachers & staff, develop an understanding of UASPA's culture and expectations, and develop a sense of the artistry that is a part of our school. Incoming freshman receive home visits where administrators, teachers, and staff members develop a relationship with students and parents prior to the first day of school in September. This provides an opportunity for direct conversation about hopes and wishes and staff members can then alert teachers to any potential issues that may arise. Materials are translated into the home language in order ensure clarity in expectations. Teachers are notified of ELL students at the beginning of the year so that appropriate instructional modifications/decisions can be made.
19. What language electives are offered to ELLs?
Our school offer Spanish as an elective.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Not applicable.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Teachers participate in weekly grade team meetings that focus on the Danielson Framework for teaching. We specifically examine how we understand the needs of our students. Teachers actively think about knowing all of their students and engaging them in the curriculum. Departments also meet once weekly and participate in curriculum and professional development geared at strengthening access to Common Core-aligned curriculum as well as infusing literacy throughout all content areas. This amounts to two hours per month. Grade teams also look at planning instruction for all students and specifically look at the Danielson framework. Grade team meetings amount to five hours per month. All teachers have common planning time. Our grade teams consistently analyze data from in-class work, scholarship reports, and assessments to help tailor their instruction to meet the needs of their students.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
After the initial back to school night and first parent teacher conference, meetings with ELL parents are specifically planned to evaluate student progress to date. Depending on the home language, staff members can assist with translation or the DOE translation services are utilized.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.
All records are kept either in our online platform (Skedula) which is specifically used to keep track of parental notification via telephone or in the student's record.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
All parents are invited to grade specific as well as school-wide events. All parents are encouraged to participate in monthly PA meetings. All students have an advisor who acts as the primary liaison between school and home. Throughout the year we actively invite parents into the school building for open school nights, individual parent meetings, special community events, such as Senior Convocation, Community Welcomes, Potluck Dinners, Alumni Day, and our Winter and Spring Showcases. We use one of our many on-site staff to offer translation services for families.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
We do not partner specifically for ELL parents but we have many partnerships with CBOs that provide services around immigration issues, college process for undocumented students, and others
5. How do you evaluate the needs of the parents?
We conduct various surveys in order to get feedback from parents
6. How do your parental involvement activities address the needs of the parents?
We plan activities according to student needs. If there is something that we are not providing, we will provide it in the future. We are constantly reviewing our plans in accordance with parent needs.

D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response here:

Part VI: LAP Assurances

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **05M369**

School Name: **UA School for the Performing Arts**

Superintendent: **Fred Walsh**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

The home language survey is used to identify family needs in translation and interpretation. Parent conferences, interviews and outreach confirm the needs of families. Written translation is provided through our in school program of Skedula or through the translation unit and pedagogues who speak the language provide oral translations when necessary. These findings are shared with the staff during grade team meetings, especially prior to parent conferences.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Spanish, French, Haitian-Creole

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Student/family handbooks - beginning of school year
Monthly newsletters from administration - monthly beginning September
Notifications of Parent Association Meetings and calendar of events - monthly
Testing Dates - at least two weeks prior to testing window Parent Teacher Conference announcements - week prior to event
Showcase and Performance information - week prior to event

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Parent Teacher Conference - September, November, March, May
Winter and Spring Showcases - December, May/June
Concerts - December, April
Guidance/Social Worker calls home - as needed
Teacher phone calls home - at least monthly
Walk-ins to main office - monthly

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Based on identified need, students receive forms in languages other than English.

Translation primarily occurs by in-house school staff.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

If the advisor or teacher speaks the families home language--namely Spanish in our school--that individual will communicate directly on behalf of other teachers on the team. In the case that there is a

meeting scheduled with the family we may pull in one of many individuals in our building who have expertise in the language and an area of the school. These individuals include a dean and teachers.

In the case that an on-site staff member is unable to translate, we access the DOE phone translation service

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

The staff handbook distributed at the beginning of the year contains information about how to use the translation services and the number for over the phone translations. It is reviewed at the beginning of the year and highlighted during the All Staff Welcome. It is also available via our Google Drive and shared with the entire staff.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

We will identify the spoken language of families in our Master Phone Log database and use it as a reference for providing written and oral translation. Staff will ensure that an in-house staff member is available to provide translation. If not, the staff member will access the automated translation service through the DOE.

Languages spoken are posted in the entrance to the school.

Parents will receive letters notifying them of the translation and interpretation services and options at UASPA: in-person translation and automated.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We will gather feedback primarily through the use of parent surveys.